

Eastern Illinois University
The Keep

Fall 2002

2002

Fall 8-15-2002

ENG 1000-001: Fundamental English

Jacobson
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2002



Part of the [English Language and Literature Commons](#)

Recommended Citation

Jacobson, "ENG 1000-001: Fundamental English" (2002). *Fall 2002*. 1.
http://thekeep.eiu.edu/english_syllabi_fall2002/1

This Article is brought to you for free and open access by the 2002 at The Keep. It has been accepted for inclusion in Fall 2002 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

English 1000: Fundamental English
Course Policy Statement and Syllabus
Fall 2002

Instructor: Mr. Jacobson

Office: Writing Center (Coleman 3110, x5929)

Office Hours: By appointment

Required Texts

- Mangelsdorf & Posey. *Choices*. 2nd ed. Bedford/St. Martin's, 2000.
[Please do not remove any pages from *Choices*. Textbook will be checked by instructor at the end of the semester]
- Funk, et al. *The Simon & Schuster Short Prose Reader*. 1997.
- Fulwiler & Hayakawa. *The Blair Handbook*, 3rd ed.

You'll also need an 8 1/2" x 11" spiral-bound notebook for use as a journal in this class.

Goals

To help improve your writing through practice and instruction in developing and organizing ideas; in using words, sentences, and paragraphs effectively; and in acquiring and perfecting skills for revising and editing your prose.

Course requirements

Attendance at and participation in all class meetings; no pattern of tardiness; completion of all reading and writing assignments on time, including full participation in group activities.

Please note: ~~Students who accumulate more than four unexcused absences during the semester should not expect to pass English 1000.~~ (Excused absences are those involving illness, death in the family, and officially approved university activity. When an absence is excused, students may be permitted to make up assignments at the convenience of the instructor.)

Assignments

In addition to several in-class writing assignments, you will complete four out-of-class essays, each of which includes pre-writing activities and a series of rough drafts. You will complete two of these essays by mid-term and the other two during the second half of the semester.

Your writing journal (notebook) will be used for both in-class and out-of-class writing. Some of your journal writing will be assigned; some will be writing that responds to the reading for the class. You are responsible for saving all written assignments and essays. You will be using this material for assembling portfolios of your work to submit for mid-term and for final evaluation.

I may require you to keep a spelling section in your journal. All out-of-class essay assignments should be typed. In-class essays will be hand-written.

I may assign additional exercises based on your specific needs. ALL assignments are important. If you complete the assignments in the planned sequence, you will be much more likely to succeed in this course.

Conferences

You are encouraged to see me for conferences outside of class and to receive extra help in the Writing Center. I may require you to meet with me in conference and to seek tutoring in the Writing Center, which is located in 301 Coleman Hall (581-5929).

Grading

English 1000 is graded Credit/No Credit. In order to pass the course, you must earn my recommendation and submit a writing portfolio that earns a pass for the course (see the attached sheet on the portfolio). My recommendation will be based primarily on satisfactory and on-time completion of all reading and writing assignments, including exercises, and on satisfactory class participation. You cannot register for English 1001C until you pass English 1000.

Information for Students with Disabilities

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Course Syllabus

In order to accommodate the needs of the class, the following schedule of discussion, reading, and writing assignments is tentative. You will be notified of any changes in class. Because writing is a process, topics will often be introduced and then reviewed later in the semester. All assignments—readings, essays, revisions, exercises, and so on—are course requirements and must be completed fully and on time. **Remember, you should save all written assignments and essays.** You will be using this material for assembling two portfolios of your writing. One small portfolio will be submitted at mid-term for the purpose of checking your progress. You will submit a second, larger portfolio for final evaluation of your performance in the course. (See the Portfolio Guidelines attached to this syllabus.)

	Before class	In Class	Writing Project Due
Aug 26		Diagnostic Essay #1	
Aug 28		Diagnostic Essay #2	
Aug 30	Read <i>Choices</i> pp. 451-456 and pp. 458-463	Discuss course and syllabus Discussion of journal Student introductions	
Sept 2	No Class Labor Day		
Sept 4	<i>Choices</i> pp. 2-25 Do activities 4 & 7 in your journal. Have a few journal entries that will become Narrative #1	Developing journal entries into an outline for Narrative #1	
Sept 6	<i>Choices</i> pp. 27-41	Making brainstormed ideas match the outline	<u>Outline #1</u>
Sept 9	<i>Choices</i> pp. 39-50 <i>Short Prose</i> pp.230-233 Special Journal Entry	What is editing? What is revising? How do I peer-review?	
Sept 11		Editing and revising We'll break into groups and help each other revise	<u>Rough Draft #1</u>
Sept 13	Journal entry on what did and didn't work when you peer-reviewed	Editing and revising Day 2	
Sept 16	<i>Choices</i> pp. 93-113 Journal all of Activity 1 Journal some brainstorming for Narrative #2	Develop and outline Narrative #2	<u>Narrative #1</u>

Sept 18		Writing exercise	
Sept 20	<i>Choices</i> 128-141 Journal Activity 20 (130-131)	Writing exercise Day 2 Narrative #1 conferences with me.	
Sept 23		Narrative #1 conferences with me. Developing Narrative #2 & paragraphs	
Sept 25	<i>Choices</i> 53-63 Journal Activity 5 (pg. 62)	Developing Narrative #2 & paragraphs	<u>Narrative #1 (Revised)</u>
Sept 27	<i>Choices</i> 63-77	Activity #8 pg. 75	<u>Rough Draft #2</u>
Sept 30	<i>Choices</i> 77-89	Discussion of mid-term portfolio Building paragraphs	
Oct 2			<u>Narrative #2</u>
Oct 4		Preparation for in class essays	
Oct 7		Essay #1 Narrative #2 returned	
Oct 9		Essay #1	
Oct 11		Essay #2	
Oct 14		Essay #2	
Oct 16			<u>Portfolio</u>
Oct 18	No Class		Fall Break

Essay Assignment 1: A Memorable Event

Narrate a childhood experience that is in some way important because it changed you in some way, for example because it taught you a lesson or solved a problem.

CONSIDER THESE QUESTIONS TO HELP YOU EXPLORE AND DEVELOP YOUR TOPIC: What did you learn? What problem did you solve? What goal did you achieve? Was it a good or bad experience? Why was it especially important to you? Would you relive this experience if you had the chance? Is this a story that you would pass on to your friends or your children in the future? Why or why not? Remember to be as specific as possible and to include as many details as you can remember.

Guidelines:

1. The final draft of your essay must be typed (double-spaced)
2. Outline or prewriting should be done by **Sept 6**.
3. Rough draft (this can be written or typed) should be brought to class by **Sept. 11**.
4. The final draft is due **September 16**.
5. You should schedule a conference with me sometime before the final draft is due so that we can go over it together (not required).
6. You are also encouraged to visit the Writing Center (301 Coleman Hall) to receive help by a tutor (this is a free service)

English 1000
Portfolio Policy

Your performance in the course will be evaluated, in part, by the Composition Committee, who will review your final writing portfolio. The portfolio method has been chosen in order to enable students to have some control in selecting a representative sample of their work to be graded.

The final grade for the class will depend entirely upon my recommendation and the Composition Committee's evaluation of your final portfolio. As an indication of your progress, the midterm portfolio may significantly affect the emphasis and direction of the latter half of the course. It is, therefore, in your best interest to write and revise carefully and to select your finest work for your portfolios.

MIDTERM: The midterm portfolio will contain one revised out-of-class essay with a copy of the topic, and one of the two in-class midterm essays, each to be chosen by the student. The midterm portfolio will be used solely as an indication of your progress, and will have no bearing on the final grade.

FINAL: The final portfolio will contain two revised out-of-class essays with copies of the topics, and one of the two final exam essays. Again, you will choose what to include. One of the two out-of-class essays may be the essay included in the midterm portfolio, provided that the essay has been revised since midterm.

BOTH MIDTERM AND FINAL PORTFOLIOS must contain the following:

1. A personal statement explaining why you selected these essays as representative of your work.
2. Drafts of the portfolio essays. This includes drafts of the chosen in-class essays.
3. A statement written by me certifying the essays to be genuinely the work of the student.
4. A checklist compiled by me showing a) your completion of all coursework, and b) the number of times assignments have been revised.

NOTE: Be sure to make and retain copies of all work that you submit in your portfolios!